



Ranvilles Junior School Policy for Monitoring

1. ACCESSIBILITY

This policy is available in large print or Braille. Please contact the school office who will be happy to arrange this for you.

2. PURPOSE OF POLICY

The aim of monitoring is to enable the school to make informed judgements about the effectiveness of provision so that:

- Clear priorities for curriculum improvement and management are set based on evaluation of strengths and weaknesses
- The Strategic Plan underpins specific improvements to ensure quality of provision
- Standards are achieved and raised by improving the quality of Teaching and Learning
- Expertise is developed and shared professionally
- National standards and expectations in relation to pupils' capacity are met
- The school's vision, aims, values and effectiveness of policies are measured and evaluated

3. APPROVAL

Approval date: 16 October 2019

Approver signature:

Approver position: Chair

Date for next review: October 2021



4. INTRODUCTION

The monitoring activities seek to support the holistic development and learning of both pupils and staff, ultimately enabling pupils to achieve their potential as predicted in short and long term assessments. Monitoring will be undertaken as part of a planned and organised programme with a clear focus. The evaluation outcomes will inform subsequent strategic planning in the school's desire to maximise progress and capacity for all stakeholders.

The monitoring of Teaching and Learning will ensure Quality First Teaching is implemented and professional expertise is shared to develop a supportive coaching culture.

5. REFERENCES

None.

6. CONTENT

Responsibilities

Headteacher / Senior Leaders and Middle Leaders

- Timetable and agree the focus of monitoring activities in line with the School Strategic Plan
- Monitor the implementation and evaluation of practice and ensure areas for improvement are planned for strategically
- Evaluate standards and quality in areas identified in the School Strategic Plan
- Assess achievement of standards and progress towards set curriculum targets
- Analyse Spiritual, Moral, Social and Cultural development
- Evaluate the impact of classroom Management & Behaviour
- Monitor the quality of Teaching & Learning
- Evaluate the achievement of school vision, mission, aims, values and policies in practice
- Standards of achievement (all Inclusion Groups)
- Pupil progress
- Quality of teaching
- Quality of learning
- Use of assessment and recording
- Pupil progress
- Impact of resources and progress with development/ improvement targets
- Planning and assessment of the whole curriculum

Special Needs Co-ordinator

Monitor and evaluate:

- Classroom and withdrawal provision for special needs (standards & quality)
- Differentiation of teaching



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- Equal opportunities

Able and Talented Child Co-ordinator

Monitor and evaluate:

- Achievement of children listed as able and talented

Governors

Monitor and evaluate:

- Achievement of School Improvement Plan targets and action plans
- Standards and quality in the curriculum
- Governors' policies (i.e. sex education, behaviour, collective worship)

Teaching staff

Monitor and evaluate:

- against agreed criteria and improve teaching and learning
- Offer Continuous Professional Development (CPD) to others through 'learning partner' coaching and monitoring

7. APPENDICES

None.